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ABSTRACT

Results from an alumni survey for the School of Education and Related Professional Studies of Rowan College (New Jersey) were analyzed and evaluated. The survey had been developed as a result of a previous educational practicum. Research questions were how well the School had prepared its graduates, which program goals and objectives the graduates found most useful, and whether there were areas in which the School could prepare its students better. Data collected were first presented to the individual departments of the School, and were then interpreted for the entire School. The questionnaire was sent to 300 recent graduates. Of these, 134, or 45%, were returned. Alumni felt that they had received the proper training and necessary help to feel confidant in their present jobs. They did think that the School should investigate increased training in the newer technologies needed in teaching and nursing. It was interesting to note that 83.5% of the graduates were enrolled in some form of continuing education, suggesting that the School's goal of creating life-long learners was being achieved. Ways to use the survey data most effectively are discussed. Appendixes contain a description of evaluation committee members, a cover letter, the alumni survey, and questionnaire results by school department. (Contains 11 tables and 16 references.) (SLD)

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ED 400 324

EVALUATION OF A STUDENT QUESTIONNAIRE DEVELOPED FOR ROWAN COLLEGE OF NEW JERSEY SCHOOL OF EDUCATION AND RELATED PROFESSIONAL STUDIES

Human Resources Development

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A practicum report presented to Programs of Higher Education in partial fulfillment of the requirements for the degree of Doctor of Education

Nova Southeastern University

February, 1996

TM 025 728

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Abstract of a practicum presented to Nova Southeastern University in partial fulfillment of the requirements for the degree of Doctor of Education

EVALUATION OF A STUDENT QUESTIONNAIRE DEVELOPED FOR ROWAN COLLEGE OF NEW JERSEY SCHOOL OF EDUCATION AND RELATED PROFESSIONAL STUDIES

Theodora A. Wieland

February, 1996

The purpose of this study was to analyze and evaluate the results of the data collected by an alumni survey, developed in a previous practicum, for Rowan College's School of Education and Related Professional Studies (SERPS). The data that was collected would be used by SERPS to compile information for all departments in SERPS and for the National Council for the Accreditation of Teachers Education (NCATE) review.

There were three research questions for this practicum. The first was "How well has the School of Education and Related Professional Studies prepared its students relative to the established program goals and objectives?" The second research question was "Which of the program goals or objectives do the

students feel are the most important?" Finally, the third research question was, "Are there areas that the alumni feel SERPS should further develop and improve upon?"

The formative committee decided that data collected would be separated into two major reports, the first being by the individual departments that formed SERPS. The second was to be interpretation of the results for the entire SERPS department. The final products are included in the appendixes of this report.

The questionnaire was sent out to 300 recent graduates. Of these, 134 or 45% were returned. It was determined by the summative committee that this first mailing was sufficiently large enough to provide the SERPS with acceptable data results. The summative committee further decided that in the final report comparison should done by percentages. They recommended that the results of each separate department and the final combined report be given to SERPS committees involved in curriculum revision. The alumni's perception about their preparation and placement should be part of the departments' ongoing review.

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Chapter 1

INSTRUCTION

Background and Significance

Rowan College of New Jersey was founded in 1923 as a teacher education school. Rowan's teacher education program is the largest and most comprehensive in New Jersey. The School of Education and Related Professional Studies (SERPS) offers programs in teacher education and other human services fields. It has consistently earned national accreditation from the National Council of the Accreditation of Teacher Education (NCATE) and the National Association of State Directors of teachers Education and Certification (NASDTEC).

Since 1988 there have been many changes in the programs of studies offered by SERPS. These changes have affected both the curriculum and the way the department prepared its students for the teaching field. Several sections of SERPS have conducted informal surveys, but a comprehensive survey had not be done by the entire department. In a recent review by NCATE, it was noted that the School of Education and Related Professional Studies did not have a program-wide survey of its recent graduates. It was recommended by NCATE that in order to properly assess the benefits of the recent changes in the curriculum a survey should be conducted and the data analyses. Additionally, several

sections of SERPS are reviewing their course curriculums and felt that students' evaluation of the programs goals and objectives would be helpful in rewrite there courses.

Purpose of This Study

The purpose of this study was to analyze and evaluate the results of the data collected by Rowan College's School of Education and Related Professional Studies (SERPS) alumni questionnaire. Recent graduates were surveyed about the program's goals and objectives. The data collected through the analysis and evaluation of this questionnaire, which was developed in a previous practicum, would provide the SERPS department with the outcomes necessary for the NCATE review.

This practicum was directly related to the Human Resources development seminar in that some of the principles learned were applied in the evaluation of the questionnaire. Evaluation of training is an important part of developing and revising curricula and therefore a useful tool for program planning.

Research Questions

There were three research questions for this study. The first dealt with evaluating alumni opinion of how well they felt the School of Education and Related Professional Studies prepared them in relationship to the established goals and objectives of the department. According to Isaac and Michael (1990, pp. 129-

133), information gathered from either a survey or a questionnaire can be used to answer questions that have been raised, to set goals, or to determine whether specific goals or objectives have been met.

The second and third research questions concerned which of the program goals or objectives the students felt were most important and were there areas that the alumni felt should be further developed and improved upon. The literature indicated that alumni surveys have an advantage in that alumni have a greater perspective on a curriculum and its adequacy for subsequent personnel and job related activities (Davis, 1978, pp. 22-23). Accurate assessment is essential to sound planning. According to Worthen and Sanders (1973, p. 7), evaluation is an important process in curriculum development and the ongoing improvement of that curriculum.

Definition of Terms

For the purpose of this practicum report, the following terms are defined:

Arithmetic Mean. - This is defined as the sum of the values divided by the number of values.

Median. - This is defined as the central item in the array of items.

Mode. - This is defined as that item in the array which occurs most frequently.

NCATE. - This is an acronym used for the National Council for the Accreditation of Teachers Education.

NASDTREC. - This is an acronym used to represent the National Association of State Directors of Teachers Education and Certification.

SERPS. - This is an acronym that is used for Rowan College's School of Education and Related Professional Studies

Chapter 2

REVIEW OF THE LITERATURE

Theoretical Background

Evaluation is a process or a group of processes that are performed in order to gather information that help a person and/or a department decide whether to accept, change, or eliminate something (Ornstein & Hunkins, 1993, pp. 329-352). Accurate assessment of educational outcomes is essential for sound planning and effective stimulation of growth in our educational structure (Worthen & Sanders, 1973, p. 7).

According to Davis and Wood (1978, pp. 22-29), curriculum design and evaluation are interdependent activities. One of the most widely used techniques in education and behavioral sciences for the collection of data is a survey or questionnaire. The information gathered from either a survey or questionnaire can be used to answer questions that have been raised, set goals, determine whether specific goals or objectives have been met, or to establish a baseline against which future comparisons can be made (Isaac & Michael, 1990, pp. 129-133).

Perhaps the most frequently used method of gathering information about an existing curriculum is a specially designed survey (Davis & Wood, 1978, pp. 22-29). While clarity is important in all questionnaires, the appearance of the

questionnaire can also have an important effect on cooperation. According to Sudman and Bradburn (1982, pp. 202-234), the general rule for a questionnaire is that it should appear as clear as possible to the respondent and should make the respondent feel that the questionnaire has been professionally designed.

According to Erwin (1991, pp.86-97), there are two major purposes of evaluation used by an institution and/or a department. The first is for the improvement of a program or school, often called formative evaluation. The second purpose is for accountability, often called summative evaluation. Assessment is defined as the systematic basis for making inferences about learning and development of students. More specifically, assessment is the process of defining, selecting, designing, collecting, analyzing, interpreting, and using information to increase programs evaluation (Erwin, 1991, pp. 115-139).

Other Studies

Surveys or questionnaires are usually either factual, requesting behavior or demographic information, or attitudinal. In factorial surveys, questionnaires are relatively straightforward, seeking direct answers, while attitudinal or satisfaction questionnaires describe or analyze the attitudes of a group of students or their degree of satisfaction with their

education. According to Levin (1991, pp. 358-263), responses in attitudinal questionnaires are self-rated by the students or responders, typically on a Likert scale, such as "strongly agree", "slightly agree", and "strongly disagree".

Another consideration in evaluating the results of any survey is "Who should be interviewed or receive the questionnaire?" This question can be stated in many forms, for example, "Why not interview everyone?" Many statisticians believe that sampling is better than a complete census since the date collected from the sample will ultimately be more accurate, the reason being that a smaller operation will allow for the application of more rigid controls (Dutka, Frankel & Rosewalb, 1982, pp.34-45).

Mehrens and Lehmann (1987, pp.8-54) suggest that when developing a survey or questionnaire, careful consideration should be paid to the purpose for which the instrument is designed, secondly, to the validity and reliability of the instrument, and finally, to the interpretation of the results. Entwistle (1986, pp. 110-113) indicates that the main weakness of any survey procedure is the lack of control over both the situation and the variables included. Surveys typically take into account several aspects of the educational system simultaneously and therefore the results include many variables,

making it difficult to determine the relative impact of each variable.

According to Hobbs (1979, pp.2-32), a survey will reveal only what given respondents think or feel or guess about a matter. What surveys do best is to produce information directly or indirectly about the collective attitudes of many informants (Hobbs, 1979, p. 243).

Another consideration in evaluation of a questionnaire or survey should be the collection of data. A key consideration in data collection is the sample from whom the data are to be collected, keeping in mind that all data collected are useless unless they can be analyzed and interpreted. According to Hobbs (1979, pp. 245-247), analysis is not interpretation; it is rather the method by which data are processed in order that conclusions may be drawn. Just as important as developing the questionnaire or survey is the method in which the data are gathered.

Techniques include personal interviews, telephone interviews, and mail questionnaires. Each has advantages and disadvantages that must be considered. Some of the advantages of a mail questionnaire are: (a) cost effectiveness, in that it is relatively low in cost; (b) respondent contact, allowing the mail questionnaire to be filled out at the respondent's convenience;

(c) ability to reach a large geographical area; (d) bias reduction, that is, the respondents are more or less likely to give the acceptable response, and finally (e) they allow for scoring and tabulation. (Francis, Frey, & Hartly, 1979, pp.1-25).

Another consideration of any survey is its reliability and validity, which is the ability of any questionnaire to elicit the information sought. There are three types of validity that should be considered. External validity is that ability of any questionnaire to be representative of the desired results. Internal validity on the other hand refers to the technique that allows the surveyor to control all possible factors except the ones being studied. Finally, constant validity means that the items or questions are representative of the total population (Hartly, 1979, pp.58-63).

According to H. Harty (1979), reliability is the ability of a questionnaire for each item in the questionnaire to be interpreted the same way by all of the respondents. Stability, accuracy, dependability, and predictability are several other items that are usually associated with reliability. (Harty, 1979, pp. 45-51).

Chapter 3

METHODOLOGY AND PROCEDURES

Procedures

The present study was significant to the School of Education and Related Professional Studies in that the data that were gathered from the evaluation of this questionnaire would provide the department with the necessary information for the National Council for the Accreditation of Teachers Education. the questionnaire was developed in another practicum. It was also important in that it would provide the department with a means of gathering information about preparation and placement of their students in the fields of education. Many of the outcomes that were gathered will be useful in the clarification and evaluation of the department goals and objectives.

The literature review provided the basis for developing the initial set of criteria (Appendix A). As the literature indicated, two of the major purposes of evaluation are to gather important feedback, sometimes called formative evaluation, and to demonstrate accountability, often called summative evaluation (Erwin, T. 1991, pp. 75-170). It has also indicated that alumni surveys obviously have the advantage over those presently enrolled in a college or program, in that alumni have a greater

perspective in a curriculum and its adequacy for subsequent personnel and job related activities (Davis, 1978, pp. 22-29).

A meeting was held with the formative committee (Appendix A) to determine the criteria for evaluation of the sample mailing. The formative committee consisted of the associate dean of the School of Education and Related Professional Studies, the chairperson of the Elementary Education department, and a faculty member of the Elementary Education department.

Along with the developing criteria for the evaluation based on the program goals and evaluation, the committee decided that the final report would actually be four separate evaluations. The committee decided that the three major departments of SERPS would be evaluated individually along with a total program evaluation. Attention was to be paid to job placement, location of position, and length of job search. The committee suggested that comparing the departments separately and together would give a more accurate picture for the SERPS department. It was also determined that each individual department of SERPS would be able to see how they prepare their own students compared to the department as a whole. The complete list of the criteria are included in Appendix A.

The questionnaire (developed and validated under another study) was then professionally typed and printed to present a

more professional appearance. It was determined that the questionnaire as well as a letter from the dean of Education would be mailed to approximately 300 recent graduates of the School of Education and Related Professional Studies. Copies of the questionnaire and the letter are in appendixes B and C. It was determined that a second mailing would be used if the returns from the first were less than the 30% recommended to Nova Southeastern University staff in the learning packet on questionnaire development and evaluation (1994, pp. 1-30).

Student questionnaires were secured from the Elementary Education Department of Temple University, Alumni Office of Rowan College, and the Developmental Education Department of Camden College. These were used to provide the writer with additional information on format and designed and to guide the final report.

The fifth step of the procedures was to organize the returned questionnaire data for final analysis. Calculations included finding the means for most questions. The returned questionnaires were then separated into the three major departments of SERPS. Separate analyze were done for each major department of SERPS as well a total SERPS analysis. The final results were presented to the to the summative committee for their review. The analyze was then presented to the summative committee with the criteria established by the formative

committee. The summative committee consisted of the dean of the School of Education and Related Professional Studies, and the director of Institutional Research at Peirce College (appendix A).

Finally a formal presentation was made to the appropriate department chairs and the dean of the School of Education and Related Professional Studies. The complete analysis of the data (appendix F) would be used to furnish the School of Education and Related Professional Studies with the necessary information for their NCATE review.

Assumptions

It was assumed for the purpose of this study that the members of the formative committee had the expertise to guide the development of this product. It was also assumed that through their guidance and suggestions the final evaluation would contain the appropriate information necessary for the NCATE review and be in a useful format. It was further assumed that the summative committee had the expertise to validate the work of the formative committee.

Limitations

This project was limited in that it was specific to the needs of Rowan College's School of Education and Related Professional Studies. The questionnaire design had questions

unique to this school's program of study. The evaluation of this questionnaire was further limited to the uses devised by Rowan College's School of Education and Related Professional Studies. The sole purpose was to gather information on the program goals and preparation of its students for the NCATE review.

Chapter 4

RESULTS

A literature review was conducted for the purpose of dealing with sample size, evaluation, methodology, questionnaire assessment, and reporting of statistics. The literature indicated that mail surveys had several advantages over interview or phone surveys. Amongst these are the fact that mail surveys allow for a larger geographical area, reduces bias in that the respondents are less likely to give the acceptable response, and that finally and most importantly, they allow for accurate scoring and tabulation.

An initial meeting with the dean and the associate dean of the School of Education and Related Professional Studies was scheduled. The purpose of this meeting was to determine the needs of the department in order to analyze the data for the National Council of the Accreditation of teachers Education (NCATE) review. It was determined that the evaluation of this questionnaire could additionally provide some program evaluations. The departments comprising SERPS were presently reviewing several courses and the information gathered from this questionnaire evaluations would be useful in this process.

An initial meeting was scheduled with the formative committee members. The purpose of this first meeting was to

develop criteria for evaluation and to discuss suggestions for format and style for the reporting of the data evaluation. The formative committee felt that the report content should to include both the individual count of the responds as well as percentages. It was determined by the formative committee that to serve the needs of the department there should be four separate reports, one for each major subdivision of SERPS and one total evaluation for NCATE.

The questionnaire (developed and validated in a previous study) was professionally typed and a letter from the dean of SERPS department explaining the purpose of the survey (Appendix F) was mailed to 300 recent graduates. It was determined that if there was less than a 30% return response, a second mailing would be done. One hundred thirty four students, or 45%, of the alumni responded to the initial mailing; therefore a second mailing was not necessary. Table one shows the sex and gender data for the questionnaire respondents.

Table 1 - Sex and Age Questionnaires Respondents

	Number of Respondents	Percentage
Sex		
Male	21	16%
Female	113	84%
Age range		
20 to 25	76	57.6%
26 to 30	22	16.6%
31 to 35	18	13.6%
36 to 40	8	6%
41 to 45	4	3%
46 to 50	4	3%
over 50	1	0.07%

Table 2 shows the breakdown of the various departments of the SERPS and the percentages of the returned questionnaires. Rowan College's School of Education and Related Profession Studies consists of five departments, with the majority of the students belonging to Teacher Education.

Table 2 - Individual Departments of SERPS

Department	Number of Respondents	Percentage
Elementary/Early		
Childhood	54	40.9%
Secondary Education	25	18.9%
Teacher of The Handicapped	34	25.8%
Master of Science in Teaching		
(a) Elementary Education	4	3%
(b) Special Education	0	0%
(c) Secondary Education	1	0.008%
Health and Physical Education		
(certified)	10	7.5%
(non certified)	1	0.008%
School Nursing	3	2.3%

Additionally, it was noted that 58% of the recent education graduates were employed in a tenure track position (Table 3). Of those in the school nursing profession 100% had found position in the school system. Ninety eight percent were employed in New Jersey.

Table 3 - Type of Job Employment

Teaching in a Tenure/ Non Tenture position	Number of Respondents	Percentage
Tenure in area of certification	58	45.7%
Tenure not in area of certification	1	0.008%
Teaching in non-tenure	9	7%
Long term substitute	6	4.7%
Per diem position	30	23.6%
other fields	8	6.3%
full time student	1	0.0008%
not employed	6	4.7%

Table 4 illustrates in what type of school system these students have found employments.

Table 4 - Type School System

	number of respondents	percentage
Public School	92	88.8%
Private School	12	11.2%
Urban Setting	14	13.5%
Suburban Setting	74	71.2%
Rural Setting	16	15.3%

The SERPS department at Rowan College has six program goals that express the philosophy of the department in the training of their students. Tables 5 through 11 deal with the list of goals and/or competencies that the alumni felt were needed in their present position and the help that the alumni felt that they received from the faculty of the SERPS department. The alumni who received the questionnaire were asked to rate the degree of importance they attached to each competency (needed) and the degree of help (helped) they received form the various departments of SERPS. The complete detailed reports are presented in Appendix D,E, and F.

Table 5 - Curriculum/Program Designer - Percent of respondents

	very adequate	adequate	neither	inadequate	very inadequate
(a) the ability to provide for individualization					
needed	50%	25.8%	18%	3.9%	2.3%
helped received	23%	41.8%	17.9%	12.8%	4.2%
(b) the ability to develop lesson plans					
needed	56.6%	26.7%	5%	6.7%	5%
helped recieved	49.2%	41.3%	5.6%	4%	0%
(c) the ability to undertake long-range planning					
needed	50%	34.7%	9.9%	4.1%	.008%
helped recieved	21.2%	38.1%	27.9%	11.8%	.008%
(d) the ability to utilize a variety of instructional methods.					
needed	79%	12.2%	4.8%	1.6%	1.6%
helped recieved	36.4%	37.4%	13.6%	11%	1.7%

Table 6 - Classroom/Facilities Manager Percent of Respondents

	very adequate	adequate	neither	inadequate	very inadequate
(a) the ability to effectively organize and manage a classroom or clinical meeting					
needed	87%	8.6%	.08%	2%	2%
helped recieved	27.1%	49.2%	11%	8.5%	4.2%
(b) the ability to reflect on legal and ethical principles					
needed	50%	38%	10%	2%	0.8%
helped recieved	20.8%	45.6%	20.8%	11.2%	1.6%
(c) the ability to reflect on the current research in effective					
needed	49.2%	36.7%	10.8%	0.8%	2.5%
helped	23.9%	45.3%	22.2%	7.7%	.85%

Table 7 - Educational Communicator - Percent of Respondents

	very adequate	adequate	neither	inadequate	very inadequate
(a) the ability to communicate in writing and specking					
needed	75.3%	19%	3.2%	0%	2.3%
helped received	35.5%	43%	14.8%	5.8%	0.8%
(b) the ability to develop collaborative, consultative, and technical skills necessary to communicate clearly					
needed	53.7%	37%	6.5%	0%	2.8%
helped recieved	18.1%	50.8%	19.8%	8.6%	2.6%

Table 8 Scholar/Professional - Percent of Respondents

	very adequate	adequate	neither	inadequate	very inadequate
(a) demonstrate a commitment to become a life-long learner					
needed	63.4%	24%	7.25%	2.7%	2.7%
helped recieved	52%	27.6%	16.3%	4.1%	0%
(b) to demonstrate a commitment to increase personnel knowledge and the knowledge base of the profession					
needed	68.6%	21.5%	5.8%	2.5%	1.7%
helped recieved	35.8%	41.7%	19.2%	3.3%	0%
(c) to demonistrate ethical and professional behavior					
needed	74.8%	22.7%	1.7%	0%	0.8%
helped recieved	38.1%	43.2%	13.6%	4.2%	.08%

Table 9 Decision marker/Problem solver - Percent of Respondents

	very adequate	adequate	neither	inadequate	very inadequate
(a) the ability to examine educational issues rationally, coherently, and logically					
needed	53.8%	35.3%	9.2%	0%	1.7%
helped recieved	23.3%	54.3%	17.2%	5.2%	
(b) the ability to apply analytical problem-solving skills					
needed	52.1%	33.9%	10.7%	1.7%	1.7%
helped recieved	17.1%	46.2%	27.3%	8.5%	0.9%
(c) the ability to diagnose learning problems					
needed	55.5%	35.3%	4.2%	2.5%	2.5%
helped recieved	14.5%	41%	17.9%	23.9%	8.5%
(d) the ability to prescribe appropriate remedial actions.					
needed	61.9%	23.7%	8.5%	5%	0.8%
helped recieved	15.3%	29.7%	23.4%	24.3%	7.2%

Table 10 Advocate for cultural and learning Diversity - Percent of Respondents

	very adequate	adequate	neither	inadequate	very inadequate
(a) the ability to accept ethnically, culturally, or social different individual					
needed	75%	20.8%	3.3%	0%	0.8%
helped received	46.3%	28.1%	19.8%	5.8%	0%
(b) the ability to be sensitive to students needs					
needed	81.2%	17.1%	0.8%	0%	0.8%
helped received	42.1%	39.7%	14%	4.1%	0%
(c)the ability to help students to clarify and develop their values					
needed	68%	23.8%	6.6%	0%	1.6%
helped received	26%	36.5%	24.8%	9.1%	1.6%
(d) the ability to help students develop healthily self-concepts					
needed	71.2%	24.6%	3.3%	0%	0.8%
helped received	25.6%	47.9%	22.3%	2.5%	1.7%

Table 10 Advocate for cultural and learning Diversity - Percent of Respondents

	very adequate	adequate	neither	inadequate	very inadequate
(e) the ability to demonstrate a commitment to provide equal learning opportunity for all students.					
needed	77.1%	17.8%	2.5%	0.8%	1.7%
helped received	37.6%	41%	17.1%	4.3%	0%

Table 11 Effective instructor/Facilitor - Percent of Respondents

	very adequate	adequate	neither	inadequate	very inadequate
(a) knowledge of subject matter					
needed	74.4%	20.8%	0.8%	2.4%	1.6%
helped received	27.9%	38.1%	20.3%	10.2%	3.4%
(b) the ability to select and use various instructional/ evaluation models					
needed	67.8%	23.7%	5%	1.7%	1.7%
helped received	25.4%	45.6%	16.7%	10.5%	1.8%
(c) the ability to use these models to help achieve the stated outcomes.					
needed	69.5%	21.2%	6.8%	1.6%	0.8%
helped	22%	50%	16.9%	9.3%	1.7%

The returned questionnaires were organized so that four separate reports could be generated. The returned questionnaires were evaluated individually by department and a final evaluation was then used for the combined report. Using the input from the formative committee and the analysis report from the other

questionnaires reviewed, a draft of the evaluation report was developed. It was noted that it was not necessary to provide the standard deviation for the data gathered. The committee had decided that percents were more valuable for the departments' needs.

The draft of the evaluations was then submitted to the summative committee for final review before it was typed and presented to the dean of the School of Education and Related Professional Studies. The summative committee members agreed that the questionnaire evaluation did provide the comprehensive data about placement rate, length of job search, location of employment, and licensure. The committee further stated that using the data, SERPS would be able to establish baseline information for all department areas. The summative committee concluded that the evaluation questions concerning department goals, mission and objectives would be very useful for the faculty committee charged with reviewing and improving curriculum. The final report was then typed and presented to the dean of the School of Education and Professional studies for use in the NCATE review.

Chapter 5

DISCUSSION, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

Discussion

The evaluation and analysis of the results from the alumni survey in this practicum served two purpose, the first being the gathering of a comprehensive profile of information about placement, length of job search, and certain demographic information necessary for the NCATE review. The second purpose was to help gather information about program goals and objectives that students felt were helpful. This information would be used to reorganize and redesign several of the present curricula to include new attitudes and information.

The importance of evaluation has been intensively discussed in the literature, as an on-going process of evaluation in improving curriculum. The literature has also dealt with the need for a proper assessment tool to accomplish this goal. Davis (1978, pp. 22-29), and Worthen and Sanders (1973, pp. 7-15) stress that curriculum design and evaluation are interdependent.

Recommendations by Isaac and Michaels (1990, pp. 129-133) and Post (1988, pp. 426-427) suggest that any improvement in curricula must be based on evaluation and the gathering of outcomes purposes. Accordingly, the purpose of this study was to analyze and evaluate the results of the data collected by Rowan

College's School of Education and Related Professional Studies through an alumni questionnaire used to gather information for the department about its recent graduates, their training, and their placement in the field of education for the National Council for the Accreditation of Teachers Education review.

It was noted from the analyses of the information that the alumni surveyed felt that they had received the proper training and the necessary help to feel confidant in their present jobs. They did feel however, that the department should investigate increased training in the newer technologies needed in teaching and nursing. An added bonus discovery in the analyses of the questionnaire was that 83.5% of the students who responded were presently enrolled in some form of continuing education. One of the SERPS' goals was to develop life-long learners which, according to these results, was achieved.

Conclusions

Since there had been no single comprehensive data collection for the complete school of Education and Related Professional Studies, it was felt that the evaluation of this questionnaire would provide the necessary outcomes required for NCATE review. Several departments of SERPS had conducted surveys about their recent graduates, but these were limited to job placement and job

search. It was determined that the entire department would benefit from a more comprehensive review.

Rowan College's School of Education and Related Professional Studies approximately five years ago reorganized and redesigned its course offerings and programs of study. Had this readjustment in curricula helped students professionally? What did recent graduates feel had benefited them the most? What additional skills and/or information should be increased and finally how did the students evaluate their overall experience at Rowan College? It was concluded that the alumni questionnaire, along with the basic demography information about licensure, job search, and placement, generated the necessary data to be used as the baseline information by the departments in their NCATE review.

Implications

Since there had been no previously comprehensive evaluation of the recent graduates, it was expected that the analysis of the questionnaire would provide the School of Education and Related Professional Studies with the necessary information suggested by NCATE in their recent review. One of the anticipated benefits of evaluation of the questionnaire would be to provide comprehensive information about the preparation and placement of their recent graduates in the field of education.

Additionally, the outcomes gathered would provide useful information for the improvement of the program of study for the School of Education at Rowan college necessary for the Nation Council of Accreditation of Teacher Education. Several departments of SERPS are presently working on curriculum reorganization and redesigning their present program of study. It is expected that the evaluation of this questionnaire would provide additional information for this reevaluation.

Recommendations

It is recommended that the evaluation of the information gathered about students' preparation in the fields of education be used by Rowan College's School of Education and Related Professional Studies as a baseline for further studies. It is further recommended that the results of these evaluations and analyzes be used to help SERPS in their review of the present programs of study. Perceptions about preparation, as well as placement and attitudes of recent graduates, should be used as part of a comprehensive and ongoing review process to achieve the department's mission, goals, and objectives.

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APPENDIXES

APPENDIX A

Formative and Summative Committee Members

Dr. Christie Fasion, associate dean of the School of Education and Related professional Studies, the college's representative to NCATE. She maintained records and curriculum information for the NCATE review and department reports.

Dr. George Brent, chairperson of the Elementary Education Department, one of the original members of the departments team assigned to make the present curriculum possible.

Dr. Randel Robinson, director of Secondary Education, presently working with new curriculum committee to review and revise the present curriculum.

Carmie Sorrentino, member of the original curriculum committee to reorganize the elementary education program five years ago.

Dr. Robert Blough, member of the original curriculum committee to reorganize the elementary education program five years ago.

The formative committee suggested that the questionnaire evaluation should serve two purposes, the first being that of

gathering the demographic information about students, sex, age, program of study, length of job search and licensure necessary for the National Council of Accreditation of Teacher Education and Certification review.

The second purpose for the analysis of the questionnaire was to gather information about achievement of program goals and mission. The School of Education and Related Professional Studies had within five years reorganized its curriculum and program requirements. It was noted that NCATE was interested in how students felt about the present program and what they felt should be included in future courses. Additionally the formative committee felt that the data gathered from this evaluation of the alumni survey would be very useful to the present SERPS curriculum review and evaluation committees. The department was presently working on reorganization the School of Education and Related Professional Studies course offering.

The committee felt that as the literature recommends the evaluation should be as explicit as possible. The committee felt that the needs of the department would be better served if four separate evaluation were generated. The major departments were to be analyzed seperatively to provide program information. A fourth analysis was to be generated with the totals for all sections of the SERPS department.

Summative Committee

Dr. David Kapel, dean of Education and Related Professional Studies, former member of Temple University Education Department

in charge of developing alumni survey for the department. Has served as the department statistician.

Barbara Crown, Director of Institutional Research at Peirce College; whose responsibilities include collection and interpreting data from student and alumni surveys for the college.

The summative committee agreed with the formative committees recommendations. They made several minor suggestions as to several questions' organization. It was agreed that this evaluation of the SERPS alumni survey would provide the School of Education and Related Professional Studies with both the necessary data for NCATE review and a comprehensive department review of it goals and missions as viewed by alumni.

Letter of Intent

Rowan College *of* New Jersey
201 Mullica Hill Road
Glassboro, New Jersey 08028-1701 • (609) 256-4750 • FAX: (609) 256-4918

School of Education and Related Professional Studies
Office of the Dean

March 22, 1995

Dear Graduate:

As part of our attempt to keep Rowan's teacher preparation programs current and relevant, we are requesting information from our graduates. This survey has been mailed to all our 1994 graduates to obtain your input. Please complete the enclosed instrument providing information about your current employment status as well as your reaction to the preparation received at Rowan. This information will be used to revise and update our programs.

Please do not sign your name, as the results will be reported in the aggregate and no one will be identified. Thank you for responding to this survey that will help us plan our future. Please return the instrument in the enclosed envelope by **May 1, 1995**.

Sincerely yours,

David E. Kapel, Ed.D.
Dean
School of Education and Related Professional Studies

Enclosure

DEK:dm
Alumni.sur

New Jersey is an Equal Opportunity Employer

Rowan College of New Jersey
School of Education
ALUMNI SURVEY

Date of Graduation: _____

Gender: Male ___ Female _____

Age: 20 - 25 ___ 26 - 30 ___ 31 - 35 ___ 36 - 40 ___
41 - 45 ___ 46 - 50 ___ over 50 ___

I entered Rowan as a: ____ Freshman ____ Sophomore ____ Junior ____ Senior
____ Post-Bac/Grad

Program Completed at Rowan: (please check one)
Elementary/Early Childhood ___; Coordinate Major _____
Secondary Education ___; Major field of study _____
Teacher of the Handicapped ___
Master of Science in Teaching (MST):
Elementary Education ___; Secondary Education ___;
Special Education ___
Health & Physical Education (teacher certification) ___
Health & Physical Education (non-teacher certification) ___
School Nursing ___ **(Skip to question #2)**

1. Please check one of the following: I am

___ 1. Teaching in a tenure track position in my area of certification.
___ 2. Teaching in a tenure track position outside my area of certification.
___ 3. Teaching in a non-tenure track position (long-term substitute) in my area of certification.
___ 4. Teaching in a non-tenure track position (long-term substitute) outside my area of certification.
___ 5. Teaching as a short-term/per diem substitute.
___ 6. Presently not teaching (Please check appropriate response)
___ a) On a leave of absence
___ b) Left teaching to pursue another field. Please give job title:
_____
___ c) Working in another field, never taught. Please give job title:
_____
___ d) I am a full-time graduate student.
___ e) I am in the military.
___ f) I am employed in the schools, but outside the classroom. Please give job title: _____
___ g) Not presently employed.

(Go to question 3)

2. For School Nurses only:

Please check one of the following.
I am working in:

___ 1. a tenure track position
___ 2. a non-tenure track position (long-term substitute) in my area of certification.
___ 3. a non-tenure track position (long-term substitute) outside my area of certification.
___ 4. a short-term/per diem substitute.

___ 5. Presently not working as a School Nurse because I am

___ a) on a leave of absence

___ b) have left nursing to pursue another field. Please give job title: _____

___ c) working in another field, and have never worked as a school nurse. Please give job title: _____

___ d) I am a full-time graduate student.

___ e) I am in the military.

___ f) I am employed in the schools, but outside the classroom. Please give job title: _____

___ g) not presently employed.

3. If you are teaching/working, please answer the following questions.

I am teaching/working in: ___ New Jersey
___ Another state (Please name) _____

The school is: (a) an urban school ___
(b) a suburban school ___
(c) a rural school ___
(d) I am in a non-school setting ___

The school is: (a) public ___
(b) private ___

4. When did you obtain your present position? (Please check one.)

___ Before graduation.
___ Less than 6 months after graduation.
___ 6-12 months after graduation.
___ More than 12 months after graduation.
___ I am still looking for a full-time teaching position.

If employed outside the classroom, when did you secure your present position? _____

5. In Column A, respond to each item in the following list of competencies you may need in your present position; in Column B, the degree of help you received in your preparation at Rowan College of New Jersey.

For Column A	For Column B
Degree of importance you attach to each:	Degree of help in program preparation:
5 - very important	5 - very adequate
4 - important	4 - adequate
3 - neither important nor unimportant	3 - neither adequate nor inadequate
2 - unimportant	2 - inadequate
1 - very unimportant	1 - very inadequate

Column A Competencies Needed	Column B Help Received
I. Curriculum/Program Designer	
___ the ability to provide for individualization	___
___ the ability to develop lesson plans	___
___ the ability to undertake long-range goals	___
___ the ability to utilize a variety of instructional methods	___
II. Classroom/Facilities Manager	
___ the ability to effectively organize and manage a classroom or clinical setting	___
___ management abilities which reflect legal and ethical principles	___
___ management abilities which reflect current research in effective teaching	___
III. Educational Communicator	
___ the ability to communicate clearly in writing and speaking	___
___ collaborative, consultative, and technological skills	___
IV. Scholar/Professional	
___ commitment to become a life-long learner	___
___ commitment to increase personal knowledge and the knowledge base of the profession	___
___ ethical and professional behavior	___
V. Decision-maker/Problem Solver	
___ the ability to examine educational issues rationally, coherently, and logically	___
___ the ability to apply analytical problem-solving skills	___
___ the ability to diagnose learning problems	___
___ the ability to prescribe appropriate remedial actions	___
VI. Advocate for Cultural and Learning Diversity	
___ the ability to accept ethnically, culturally, or socially diverse individuals	___
___ the ability to be sensitive to student needs	___
___ the ability to help students to clarify and develop their values	___
___ the ability to help students develop healthy self-concepts	___
___ the ability to demonstrate a commitment to provide equal learning opportunities for <u>all</u> students	___

VII. Effective Instructor/Facilitator

___	knowledge of subject matter(s)	___
___	the ability to select and use various instructional/evaluation models	___
___	the ability to use these models to help students achieve the stated learning outcomes	___

6. In your opinion, what percentage of the Teaching/School Nurse Preparation Program should be devoted to: (total not to exceed 100%)
   ___% General Education (broad liberal preparation)
   ___% Professional Education (Methods, Ed Psych, Foundations)
   ___% Academic major (content preparation)
   ___% Electives

7. For the following questions, please answer: **Yes, No, or Don't Know.**

   a) Do you feel graduating from a nationally accredited teacher preparation program helped in obtaining a teaching certificate? _____
   b) Do you feel that Rowan prepared you for the NTE/Praxis exams? _____

8. How helpful were the technology sessions you received in conjunction with your methods classes in preparing you for your teaching position?

   ___ Not very helpful ___ Somewhat helpful ___ Helpful ___ Very helpful

9. a) Which courses in your teaching/nursing preparation program did you find most helpful?

   in professional education _____

   in general education _____

   in specialty area _____

   b) Which courses in your teaching/nursing preparation program did you find least helpful?

   in professional education _____

   in general education _____

   in specialty area _____

   c) I wish there would have been more courses in: _____

   _____

10. For the following questions, pick three adjectives from the list and **write their numbers** below each question.

1. active	15. disorderly	28. moderate
2. aloof	16. easy-going	29. passive
3. ambitious	17. evasive	30. preoccupied
4. apathetic	18. flexible	31. radical
5. autocratic	19. formal	32. realistic
6. capable	20. friendly	33. reasonable
7. caring	21. helpful	34. rigid
8. changeable	22. idealistic	35. simple
9. cold	23. incompetent	36. straight-forward
10. complicated	24. informal	37. unconventional
11. conventional	25. lazy	38. unreasonable
12. concern	26. methodical	39. useless
13. demanding	27. orderly	40. warm
14. democratic		

A. Which 3 adjectives best describe Rowan College when you were a student?

_____ _____ _____

B. Which 3 adjectives best describe the School of Education's program at the time you were enrolled?

_____ _____ _____

C. Which 3 adjectives best describe the faculty in the School of Education?

_____ _____ _____

D. Which 3 adjectives best describe the faculty members with whom you had experience outside the School of Education?

_____ _____ _____

10. Did you use any of the services offered by the College Placement Office to help you obtain a job? Yes ___ No ___

If yes:

a) how would you rate these services?

Not Helpful ___ Somewhat Helpful ___ Helpful ___ Very Helpful ___

b) which service was most useful? _____

If you did not use the services, why not?

a) Was not aware of the services ___
b) Found a job on my own ___

11. Do you plan to continue your education? Yes ___ No ___ Undecided ___

If yes:

a) Are you presently enrolled in a graduate or another certificate program?
Graduate ___ Certification ___

b) Where? _____

c) For what degree or certification? _____

Thank you for completing this survey. Please return in the self-addressed envelope enclosed. **Please return by May 1, 1995.**

Questionnaire Results

Appendix D - Evaluation #1 Special Education and School Nurse

Date of Graduation _____

Gender
Male___16_____Female__29_____

Age

20 to 25___#24___ 26 to 30__#10____ 31 to 35___#4____
36 to 40___# 1___ 41 to 45__#3____ 46 to 50___#2____
over 50 ___# 1____

I entered Rowan as a: 22 Freshman 13 sophomore 4 junior 0 senior
6 post-bac/grad

Program completed at Rowan: (please check one)
Elementary/Early Childhood_____
Secondary Education___25___
major field of study_____(please name)
Teacher of the Handicapped_____
Master of Science Teaching
(a) Elementary Education__5__
(b) Special Education_____
(c) Secondary Education___1_
Health and Physical Education (teacher certification)___10
Health and Physical(non-teacher certification)___1
School Nursing___3 (skip to section #2)

Major of study for secondary education majors:

2 - art	1 - reading	
1 - french	8 - history	
3 - math	1 - biology	
4 - english	4 - music	1 physical science

1. Please check one of the following. I am :
_13__ 1. Teaching in a tenure track position in my area of certification
__1_ 2. Teaching in a tenure track position not in my area of certification
_4___ 3. Teaching in a non-tenure track position (long term substitute)in my area certification
__2_ 4. Teaching in a non-tenure track position (long term substitute) out side my area of certification
__12_ 5. Teaching as a short-term/per diem substitute
6. Presently not teaching
___ a) on a leave of absence
___ b) left teaching to pursue another field
Please give job title_____
__1_ c) working in another field, never taught
__2_ Please give job title_____
___ d) I am a full-time graduate student
___ e) I am in the military
__3_ f) I am employed in the schools, but outside the classroom

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Please give job title_____

__4_ g) not presently employed

go to section 3

#2 For School Nurses....

Please check one of the following

I am working in:

3 1. a tenure track position

2. a non-tenure track position (long term substitute)in my certification

3. a non-tenure track position (long term substitute) outside my area of certification

4. short-term/per diem substitute

5. Presently not working as a School Nurse because I am

a) on a leave of absence

b) have left nursing to pursue another field

Please give job title_____

c) working in another field, and have never worked as a school nurse. Please give job title _____

e) I am a full-time graduate student

f) I am in the military

g) I am employed in the schools, but outside my area of certification.

Please give job title _____

go to # 3

3. If you are teaching/ working, please answer the following questions

I am teaching/working in

New Jersey 40_ Another state(please name) PA 1 4- NA_____

The school is (a) an urban school_____6_____

(b) a suburban school ___25_____

(c) a rural school_____4_____

The school is (a) public_____30

(b) private___4_____

4.How long **after graduation** was it before you got your present position? (please check one)

__6__ before graduation

__18_ less than 6 months after graduation

__9_ 6-12 months after graduation

__1__ more than 12 months after graduation

__10_ I am still looking for a full time teaching position

2 no response

If employed outside the classroom, when did you acquire your present job?

_____

5. In column A respond to each item in the following list of competencies you may need in your present position, and in column B the degree of help you possibly received in your preparation at Rowan College of New Jersey.
Use the following scale

For Column A
Degree of importance you attach to each
5 means very important
4 means important
3 means neither important nor unimportant
2 means unimportant
1 means very unimportant

For Column B
Degree of help in program preparation
5 means very adequate
4 means adequate
3 means neither adequate nor inadequate
2 means inadequate
1 means very inadequate

Column A
Competencies needed

Column B
Helped received

I. Curriculum/Program Designer

___ the ability to provide for individualization ____

	5	4	3	2	1
column a	20	16	5	2	1
column b	6	13	7	5	2

___ the ability to develop lesson plans ____

	5	4	3	2	1
column a	18	14	1	6	5
column b	13	22	2	2	

___ the ability to undertake long-rang goals ____

	5	4	3	2	1
column a	17	18	3	3	3
column b	6	12	13	7	1

___ the ability to utilize variety of instructional methods

	5	4	3	2	1
column a	32	6	5	2	1
column b	9	14	10	4	1

II. Classroom/Facilities Manager

___ the ability to effectively organize and manage a classroom or clinical setting ____

	5	4	3	2	1
column a	31	8			
column b	8	17	5	5	4

___ the management ability which reflect on legal and ethical principles ____

	5	4	3	2	1
column a	14	23	6	1	
column b	9	22	4	3	2

___ the management ability which reflect on the current research in effective teaching ____

	5	4	3	2	1
column a	12	21	6	1	2
column b	7	14	12	4	1

III. Educational Communicator

___the ability to communicate clearly in writing and speaking ___

	5	4	3	2	1
column a	**28**	**14**	**2**		**1**
column b	**10**	**16**	**11**	**2**	**1**

___ collaborative, consultative, and technical ____

	5	4	3	2	1
column a	13	14	2		1
coulmn b	8	21	4	2	2

IV. Scholar/Professional

___ commitment to become a life-long learners ___

	5	4	3	2	1
column a	24	12	4	3	1
column b	26	11	4	2	

___ commitment to increase personnel knowledge and the knowledge base of the profession_____

	5	4	3	2	1
column a	25	12	4	2	
column b	11	17	11	1	

__ ethical and professional behavior ____

	5	4	3	2	1
column a	26	13	2		
column b	11	17	8	2	

V. Decision-maker/Problem solver

___ the ability to examine educational issues rationally, coherently, and logically ____

	5	4	3	2	1
column a	19	19	5		
column b	7	17	9	4	

___ the ability to apply analytical problem-solving skills

	5	4	3	2	1
column a	16	19	9		
column b	4	16	16	2	

___ the ability to diagnose learning problems___

	5	4	3	2	1
column a	16	18	3	3	3
column b	4	14	7	12	6

_____ the ability to prescribe appropriate remedial actions _____

	5	4	3	2	1
column a	17	13	6	5	1
column b	3	7	12	10	6

VI. Advocate for Cultural and Learning Diversity

... the ability to accept ethnically, culturally, or social different individuals.....

	5	4	3	2	1
column a	28	12	2		
column b	17	11	11	2	

... the ability to be sensitive to student needs

	5	4	3	2	1
column a	27	13	1		1
column b	11	13	13	4	

... the ability to help students to clarify and develop their values ....

	5	4	3	2	1
column a	22	12	6		1
column b	7	10	19	3	1

... the ability to help students develop healthy self-concepts

	5	4	3	2	1
column a	24	14	3		1
column b	8	13	16	3	1

___ the ability to demonstrate a commitment to provide equal learning opportunities for all students ____

	5	4	3	2	1
column a	25	10	3	1	2
column b	12	13	14	3	

VII. Effective Instructor/Facilitator

...knowledge of subject matter(s).....

	5	4	3	2	1
column a	31	9		1	1
column b	11	13	15	3	

___ the ability to select and use various instructional/evaluation models ___

	5	4	3	2	1
column a	24	12	3	2	1
column b	8	19	6	7	2

___ the ability to use these models to help students achieve the stated learning outcomes ____

	5	4	3	2	1
column a	24	10	5	2	1
column b	6	21	8	4	2

6. What percentage of the Teaching/School Nursing Preparation Program should be devoted to (total not to exceed 100%)

_____% General Education (to make you a well-rounded person)

%	0	5	10	15	20	25	30	35
	3	3	10	9	7	2	4	1

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_____% Professional Education (Methods, Ed. Psych., Foundations,etc.)

5	10	15	20	25	30	35	40	45	50
	2	2	5	7	9	2	6	1	4

_____% Academic major (directly related to your program)

25	30	35	40	45	50	55	60	65	70	75	80
3	6	2	7	2	11		3	1	2		1

_____% Electives (your decision to make)

0	5	10	15	20	25
3	12	17		5	1

100% - Total

7. For the follow questions please answer yes or no

a. Do you feel graduating from a Nationally Accredited Teacher Preparation program helped in obtaining a teaching certificate? yes 15 no 28 dk 1

b. Do you feel that Rowan prepared you for the NTE/Praxis exams? __yes

8. How helpful were the technology sessions you received in conjunction with your methods classes in preparing you for your teaching position? (circle one)

not very helpful 2
somewhat helpful 8
helpful 3
very helpful 1

9.(a) Which courses in your teaching/nursing preparation program did you find most helpful ?

in professional education _____

in General education _____

in speciality area _____

(b) Which courses in your teaching/nursing preparation program did you find least helpful?

in professional education _____

in General education _____

in speciality area _____

(c) I wish there would have been more courses in

_____

9. For the following questions pick 3 adjectives from the list and write their numbers below each question

1. active	9. cold	17. evasive	25. lazy
2. aloof	10. complicated	18. flexible	26. methodical
3. ambitious	11. conventional	19. formal	27. orderly
4. apathetic	12. concern	20. friendly	28. moderate
5. autocratic	13. demanding	21. helpful	29. passive
6. capable	14. democratic	22. idealistic	30.preoccupied
7. caring	15. disorderly	23. incompetent	31. radical
8. changeable	16. easy-going	24. informal	32. realistic

33. reasonable
34. rigid
35. simple
36. straight-forward
37. unconventional
38. unreasonable
39. useless
40. warm

A. Which 3 adjectives best describe Rowan College when you were a student at Rowan?

complicated simple helpful

B. Which 3 adjectives best describe the School of Education and Related Professional Studies Program in which you were enrolled?

demanding disorderly methodical

C. Which 3 adjectives best describe the faculty in the School of Education and Related Professional Studies?

caring friendly helpful

D. Which 3 adjectives best describe the faculty members with whom you had experience outside the School of Education and Related Professional Studies?

capable friendly helpful

11. Do you plan to continue your education? yes ___33____ no_____
undecided_____9

If yes

a) Are you presently enrolled in a graduate or another certificate program ?

graduate _____ certificate _____

b) where_____

c) for what degree or certificate

_____

most common places:
Rutgers 2
Rowan 4
Philadelphia Bible College 1
Slippery Rock 1
Edinboro 1
University of Del. 1

Appendix E - Evaluation #2 Teacher of Handicapped

Date of Graduation _____

Gender
Male___1___Female__33_____

Age

20 to 25___#17___ 26 to 30__#7____ 31 to 35___#8____
36 to 40___# 2___ 41 to 45__#0____ 46 to 50___#1____
over 50 ___# 0____

I entered Rowan as a: 11 Freshman 6 sophomore 17 junior 0 senior
0 post-bac/grad

Program completed at Rowan:(please check one)
Elementary/Early Childhood_____
Secondary Education___
major field of study_____(please name)
Teacher of the Handicapped_34_____
Master of Science Teaching
(a) Elementary Education____
(b) Special Education_____
(c) Secondary Education____
Health and Physical Education (teacher certification)___
Health and Physical(non-teacher certification)___
School Nursing___ (skip to section #2)

1. Please check one of the following. I am :
_23__ 1. Teaching in a tenure track position in my area of certification
___ 2. Teaching in a tenure track position not in my area of certification
_5__ 3. Teaching in a non-tenure track position (long term substitute)in my area certification
___ 4. Teaching in a non-tenure track position (long term substitute) out side my area of certification
__2_ 5. Teaching as a short-term/per diem substitute
6. Presently not teaching
___ a) on a leave of absence
___ b) left teaching to pursue another field
Please give job title_____
___ c) working in another field, never taught
___ Please give job title_____
___ d) I am a full-time graduate student
___ e) I am in the military
__2_ f) I am employed in the schools, but outside the classroom
Please give job title_____
__1_ g) not presently employed

go to section 3

#2 For School Nurses....

Please check one of the following
I am working in:
1. a tenure track position
2. a non-tenure track position (long term substitute)in my certification
3. a non-tenure track position (long term substitute) outside my area of certification
4. short-term/per diem substitute
5. Presently not working as a School Nurse because I am
   a) on a leave of absence
   b) have left nursing to pursue another field
      Please give job title_____
   c) working in another field, and have never worked as a school nurse. Please give job title _____
   e) I am a full-time graduate student
   f) I am in the military
   g) I am employed in the schools, but outside my area of certification.
      Please give job title _____

go to # 3

3. If you are teaching/ working, please answer the following questions

I am teaching/working in

New Jersey_33___ Another state(please name) _____

The school is (a) an urban school_____5___
(b) a suburban school ___20_____
(c) a rural school_____5____

The school is (a) public___30____
(b) private___3_____

4.How long **after graduation** was it before you got your present position? (please check one)

__4__ before graduation
__22__ less than 6 months after graduation
__5__ 6-12 months after graduation
__0__ more than 12 months after graduation
__3__ I am still looking for a full time teaching position
no response

If employed outside the classroom, when did you acquire your present job?
_____

5. In column A respond to each item in the following list of competencies you may need in your present position, and in column B the degree of help you possibly received in your preparation at Rowan College of New Jersey.

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Use the following scale

For Column A
Degree of importance you attach to each
5 means very important
4 means important
3 means neither important nor unimportant
2 means unimportant
1 means very unimportant

For Column B
Degree of help in program preparation
5 means very adequate
4 means adequate
3 means neither adequate nor inadequate
2 means inadequate
1 means very inadequate

Column A
Competencies needed

Column B
Helped received

I. Curriculum/Program Designer

___ the ability to provide for individualization ____

	5	4	3	2	1
column a	19	2	15	2	1
column b	9	16	5	5	2

___ the ability to develop lesson plans ____

	5	4	3	2	1
column a	20	9	2	1	
column b	16	20	5	1	

___ the ability to undertake long-rang goals ____

	5	4	3	2	1
column a	16	12	4	1	
column b	5	12	13	2	

___ the ability to utilize variety of instructional methods

	5	4	3	2	1
column a	30		1		
column b	12	15	3	2	

II. Classroom/Facilities Manager

___ the ability to effectively organize and manage a classroom or clinical setting ____

	5	4	3	2	1
column a	26	1	1	2	1
column b	5	18	6	1	

___ the management ability which reflect on legal and ethical principles ____

	5	4	3	2	1
column a	14	14	3		1
column b	6	10	13	2	

___ the management ability which reflect on the current research in effective teaching ____

	5	4	3	2	1
column a	16	13	3		
column b	6	14	10	1	

III. Educational Communicator

___the ability to communicate clearly in writing and speaking ___

	5	4	3	2	1
column a	27	5			1
column b	11	19	1	1	

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___ collaborative, consultative, and technical ____

	5	4	3	2	1
column a	22	8	3		
coulmr b	4	14	9	4	

IV. Scholar/Professional

___ commitment to become a life-long learners ___

	5	4	3	2	1
column a	20	8	4		
column b	11	9	9	3	

___ commitment to increase personnel knowledge and the knowledge base of the profession_____

	5	4	3	2	1
column a	22	6	3	1	
column b	9	17	5	1	

__ ethical and professional behavior ____

	5	4	3	2	1
column a	25	7			
column b	11	13	5	2	1

V. Decision-maker/Problem solver

___ the ability to examine educational issues rationally, coherently, and logically ____

	5	4	3	2	1
column a	13	16	2		
column b	6	23	3		

___ the ability to apply analytical problem-solving skills

	5	4	3	2	1
column a	19	10	1	2	
column b	4	17	6	4	1

___ the ability to diagnose learning problems___

	5	4	3	2	1
column a	22	10			
column b	7	18	5	2	

_____ the ability to prescribe appropriate remedial actions _____

	5	4	3	2	1
column a	27	4	1		
column b	7	13	4	3	

VI. Advocate for Cultural and Learning Diversity

... the ability to accept ethnically, culturally, or social different individuals.....

	5	4	3	2	1
column a	25	6	2		
column b	11	10	9	3	

... the ability to be sensitive to student needs

	5	4	3	2	1
column a	30	1			
column b	17	14	2		

... the ability to help students to clarify and develop their values ....

	5	4	3	2	1
column a	24	7	1		
column b	7	12	6	2	1

... the ability to help students develop healthy self-concepts

	5	4	3	2	1
column a	26	5	1		
column b	6	20	7		1

___ the ability to demonstrate a commitment to provide equal learning opportunities for all students ____

	5	4	3	2	1
column a	27	5			
column b	9	18	1		

VII. Effective Instructor/Facilitator

...knowledge of subject matter(s).....

	5	4	3	2	1
column a	24	6		1	
column b	7	13	5	2	3

___ the ability to select and use various instructional/evaluation models ___

	5	4	3	2	1
column a	23	7	1		
column b	5	13	5	2	

___ the ability to use these models to help students achieve the stated learning outcomes ____

	5	4	3	2	1
column a	25	5	1		
column b	6	15	5	4	

6. What percentage of the Teaching/School Nursing Preparation Program should be devoted to (total not to exceed 100%)

_____% General Education (to make you a well-rounded person)

%	0	5	10	15	20	25	30	40
		4	12	6	4	1		

_____% Professional Education (Methods, Ed. Psych., Foundations,etc.)

5	10	15	20	25	30	35	40	50	60
1	2	1	5	1	5	1	4	6	1

_____% Academic major (directly related to your program)

10	20	25	30	35	40	50	55	60	70	75	80
1	1	3	2	2	7	5	1	2	1	1	1

_____% Electives (your decision to make)

0	5	10	15	20	25
	10	10	4	2	

100% - Total

7. For the follow questions please answer yes or no

a. Do you feel graduating from a Nationally Accredited Teacher Preparation program helped in obtaining a teaching certificate? yes 26 no 2 Don't know 5

b. Do you feel that Rowan prepared you for the NTE/Praxis exams? _____

yes 6 no 15 somewhat 1 don't know 9

8. How helpful were the technology sessions you received in conjunction with your methods classes in preparing you for your teaching position? (circle one)

not very helpful 10
somewhat helpful 17
helpful 4
very helpful 2
No responce 1

9.(a) Which courses in your teaching/nursing preparation program did you find most helpful ?

in professional education _____

teaching students w/learning difficulties 10
Ed Policy 3
Foundations 3
C&M 1&2 7
Reading for handicapped 1
student teaching 2
teaching as a profession 1

in General education _____

psychology 6
mathematics 2
college comp I 2
sociology 1
child developemnt 1
computers 1

in speciality area _____

reading 12
curriulum and methods 2
behavior management 10

(b) Which courses in your teaching/nursing preparation program did you find least helpful?

in professional education _____

history of American Ed 7
careers in teaching 3
theory of ed 1
ed psych 3
intercult studies 1
intro to special ed 1
testing & assessment 3
marriage and family 3
cur. methods II 2

in General education _____

so of family 1
music 1
PE 3
History 2
The Bible 2
Computer lit 1
American History 1

in speciality area _____

behavior modification 1
emotional disturbed 2
resources & community 3
intro to teaching 1
teaching as a profession 1

(c) I wish there would have been more courses in _____

learning disabilities 2
recent teaching techniques & methods 4
teaching in content areas 4
curriculum & methods
teaching mathematics 5
teaching science 3
behavior management 6
special education 6
field experence
ICS instruction
affective teaching

10. For the following questions pick 3 adjectives from the list and write their numbers below each question

1. active	9. cold	17. evasive	25. lazy
2. aloof	10. complicated	18. flexible	26. methodical
3. ambitious	11. conventional	19. formal	27. orderly
4. apathetic	12. concern	20. friendly	28. moderate
5. autocratic	13. demanding	21. helpful	29. passive
6. capable	14. democratic	22. idealistic	30.preoccupied
7. caring	15. disorderly	23. incompetent	31. radical
8. changeable	16. easy-going	24. informal	32. realistic

33. reasonable
34. rigid
35. simple
36. straight-forward
37. unconventional
38. unreasonable
39. useless
40. warm

A. Which 3 adjectives best describe Rowan College when you were a student at Rowan?

disorderly friendly active

B. Which 3 adjectives best describe the School of Education and Related Professional Studies Program in which you were enrolled?

demanding helpful disorderly

C. Which 3 adjectives best describe the faculty in the School of Education and Related Professional Studies?

helpful caring friendly

D. Which 3 adjectives best describe the faculty members with whom you had experience outside the School of Education and Related Professional Studies?

capable disorderly friendly

11) Did you use any of the services offered by the College Placement Office to help you obtain a job?

yes 11 no 23

If yes:

a) how would you rate these services?

Not Helpful 1 Somewhat helpful 6 helpful 5 Very Helpful

b) Which service was most useful?
interview
resume writing

If you did not use the services, why not?

a) was not aware of the services 3

b) found a job on my own 18

11. Do you plan to continue your education? yes 26 no
undecided 8

If yes

a) Are you presently enrolled in a graduate or another certificate program ?

graduate _____ certificate _____

b) where_____

c) for what degree or certificate

_____

most common places:
Rutgers 2
Rowan 4
Philadelphia Bible College 1
Slippery Rock 1
Edinboro 1
University of del. 1

Appendix F - Evaluation #3 Elementary Education

Date of Graduation _____

Gender
Male___4___Female__50_____ 1 no response

Age

20 to 25___#35___ 26 to 30__#6____ 31 to 35___#6____
36 to 40___# 5___ 41 to 45__#1____ 46 to 50___#1____
over 50 ___# 1___

I entered Rowan as a: 30 Freshman 8 sophomore 12 junior 0 senior
0 post-bac/grad

Program completed at Rowan: (please check one)
Elementary/Early Childhood_____55

Coordinate majors:
Psychology 22
sociology 13
Communications 6
English 3
History 2
Geography 4
Economics 1

Secondary Education___
major field of study_____(please name)
Teacher of the Handicapped__
Master of Science Teaching
(a) Elementary Education____
(b) Special Education_____
(c) Secondary Education____
Health and Physical Education (teacher certification)___
Health and Physical (non-teacher certification)___
School Nursing___ (skip to section #2)

1. Please check one of the following. I am :
_22 1. Teaching in a tenure track position in my area of certification
___ 2. Teaching in a tenure track position not in my area of certification
_1_ 3. Teaching in a non-tenure track position (long term substitute) in my area certification
__4_ 4. Teaching in a non-tenure track position (long term substitute) out side my area of certification
__17 5. Teaching as a short-term/per diem substitute
6. Presently not teaching
___ a) on a leave of absence
___ b) left teaching to pursue another field
Please give job title_____
__5_ c) working in another field, never taught

___ Please give job title_____
___1 d) I am a full-time graduate student
___ e) I am in the military
__3_ f) I am employed in the schools, but outside the classroom
Please give job title_____
__1_ g) not presently employed

go to section 3

#2 For School Nurses....

Please check one of the following
I am working in:
1. a tenure track position
2. a non-tenure track position (long term substitute)in my certification
3. a non-tenure track position (long term substitute) outside my area of certification
4. short-term/per diem substitute
5. Presently not working as a School Nurse because I am
a) on a leave of absence
b) have left nursing to pursue another field
Please give job title_____
c) working in another field, and have never worked as a school nurse. Please give job title _____
e) I am a full-time graduate student
f) I am in the military
g) I am employed in the schools, but outside my area of certification.
Please give job title _____

go to # 3

3. If you are teaching/ working, please answer the following questions

I am teaching/working in

New Jersey 45___ Another state(please name) 1 NY_____

The school is (a) an urban school_____4___
(b) a suburban school ___30_____
(c) a rural school_____7____

The school is (a) public___37____
(b) private___5_____

4.How long **after graduation** was it before you got your present position?
(please check one)
__2__ before graduation
__25__ less than 6 months after graduation
__7__ 6-12 months after graduation

__0__ more than 12 months after graduation
__9_ I am still looking for a full time teaching position
__4__ no response

If employed outside the classroom, when did you acquire your present job?

_____

5. In column A respond to each item in the following list of competencies you may need in your present position, and in column B the degree of help you possibly received in your preparation at Rowan College of New Jersey.
Use the following scale

For Column A
Degree of importance you attach to each
5 means very important
4 means important
3 means neither important nor unimportant
2 means unimportant
1 means very unimportant

For Column B
Degree of help in program preparation
5 means very adequate
4 means adequate
3 means neither adequate nor inadequate
2 means inadequate
1 means very inadequate

Column A
Competencies needed

Column B
Helped received

I. Curriculum/Program Designer

___ the ability to provide for individualization ____

	5	4	3	2	1
column a	27	15	3		1
column b	12	20	9	5	1

No Anewer 9

___ the ability to develop lesson plans ____

	5	4	3	2	1
column a	32	9	3	1	1
column b	35	10		2	

No Anewer 9

___ the ability to undertake long-rang goals ____

	5	4	3	2	1
column a	28	12	5	1	
column b	14	21	7	5	

No Answer 9

___ the ability to utilize variety of instructional methods

	5	4	3	2	1
column a	36	9			1
column b	22	15	3	7	

No Answere 9

II. Classroom/Facilities Manager

___ the ability to effectively organize and manage a classroom or clinical setting ____

	5	4	3	2	1
column a	44	1			1
column b	19	23	2	4	1

No anwer 9

___ the management ability which reflect on legal and ethical principles ____

	5	4	3	2	1
column a	33	9	3	1	
column b	11	25	9	9	

No answer 9

___ the management ability which reflect on the current research in effective teaching ____

	5	4	3	2	1
column a	31	10	4		1
column b	15	25	4	4	

No answer 9

III. Educational Communicator

___the ability to communicate clearly in writing and speaking ___

	5	4	3	2	1
column a	40	5	2		1
column b	22	17	6	4	

___ collaborative, consultative, and technical ____

	5	4	3	2	1
column a	23	18	2		2
coulmn b	9	24	10	4	1

IV. Scholar/Professional

___ commitment to become a life-long learners ___

	5	4	3	2	1
column a	37	7			2
column b	27	14	7		

___ commitment to increase personnel knowledge and the knowledge base of the profession_____

	5	4	3	2	1
column a	36	8			2
column b	23	16	7	2	

__ ethical and professional behavior ____

	5	4	3	2	1
column a	38	7			1
column b	23	21	3	1	

V. Decision-maker/Problem solver

___ the ability to examine educational issues rationally, coherently, and logically ____

	5	4	3	2	1
column a	32	7	4		2
column b	14	23	8	2	

___ the ability to apply analytical problem-solving skills

	5	4	3	2	1
column a	28	12	3		2
column b	12	21	10	4	

___ the ability to diagnose learning problems___

	5	4	3	2	1
column a	28	14	2		
column b	6	9	9	14	4

_____ the ability to prescribe appropriate remedial actions _____

	5	4	3	2	1
column a	29	11	3	1	
column b	4	13	10	14	2

VI. Advocate for Cultural and Learning Diversity
... the ability to accept ethnically, culturally, or social different individuals.....

	5	4	3	2	1
column a	37	7			1
column b	28	13	4	2	

... the ability to be sensitive to student needs

	5	4	3	2	1
column a	38	6			1
column b	23	21	2	1	

... the ability to help students to clarify and develop their values ....

	5	4	3	2	1
column a	37	10	1		1
column b	16	20	5	6	

... the ability to help students develop healthy self-concepts

	5	4	3	2	1
column a	34	10			
column b	17	25	4	1	

___ the ability to demonstrate a commitment to provide equal learning opportunities for all students ____

	5	4	3	2	1
column a	39	6			
column b	23	17	5	2	

VII. Effective Instructor/Facilitator

...knowledge of subject matter(s).....

	5	4	3	2	1
column a	38	11	1	1	1
column b	15	19	4	7	1

___ the ability to select and use various instructional/evaluation models ___

	5	4	3	2	1
column a	33	9	2		1
column b	16	20	8	3	

___ the ability to use these models to help students achieve the stated learning outcomes ____

	5	4	3	2	1
column a	33	10	2		1
column b	14	23	7	3	

6. What percentage of the Teaching/School Nursing Preparation Program should be devoted to (total not to exceed 100%)

_____% General Education (to make you a well-rounded person)

%	0	5	10	15	20	25	30	35
	1	0	7	7	15	4	6	1

40	45	50	55	60	65	70	75
1		1		1			

_____% Professional Education (Methods, Ed. Psych., Foundations,etc.)

5	10	15	20	25	30	35	40	50	60
		1	4	4	4	5	8	12	3

75							
2							

_____% Academic major (directly related to your program)

10	15	20	25	30	35	40	50	60	70	75	80
5	3	10	4	7	3	4	4	2			

_____% Electives (your decision to make)

0	5	10	15	20	30
3	7	23	6	3	1

100% - Total

7. For the follow questions please answer yes or no

a. Do you feel graduating from a Nationally Accredited Teacher Preparation program helped in obtaining a teaching certificate? yes 35 no 9
Don't know 5

b. Do you feel that Rowan prepared you for the NTE/Praxis exams? _____

yes 25 no 27 don't know 1

8. How helpful were the technology sessions you received in conjunction with your methods classes in preparing you for your teaching position? (circle one)

not very helpful 13
somewhat helpful 19
helpful 10
very helpful 4
No responce 9

9.(a) Which courses in your teaching/nursing preparation program did you find most helpful ?

in professional education _____

Reading 6
student teaching 12
ED Studies 25
Classroom management 6

in General education _____

psychology 14
mathematics 1
english comp 5
child developemnt 2
computers 1
Com Lit 1
Science/Math 1
Social Behaviors 3
Student teaching 1
english 4

in speciality area _____

reading
curriulum and methods
behavior management

(b) Which courses in your teaching/nursing preparation program did you find least helpful?

in professional education _____

history of American Ed 5
careers in teaching 1
ed psych 3
Ed studies 16
Mathematics 3

in General education _____

History 1
social problems 3
statistics 2
art/music 3
political science 2
History of American Education 2
mathematics 3

in speciality area _____

psychology 2
methods/statitisc 4

I wish there would have been more courses in
_____

learning disabilities 7
teaching mathematics/science 5
behavior management 5
whole language 2
field experence 13

10. For the following questions pick 3 adjectives from the list and write their numbers below each question

1. active
2. aloof
3. ambitious
4. apathetic
5. autocratic
6. capable
7. caring
8. changeable
9. cold
10. complicated
11. conventional
12. concern
13. demanding
14. democratic
15. disorderly
16. easy-going
17. evasive
18. flexible
19. formal
20. friendly
21. helpful
22. idealistic
23. incompetent
24. informal
25. lazy
26. methodical
27. orderly
28. moderate
29. passive
30. preoccupied
31. radical
32. realistic
33. reasonable
34. rigid
35. simple
36. straight-forward
37. unconventional
38. unreasonable
39. useless
40. warm

A. Which 3 adjectives best describe Rowan College when you were a student at Rowan?

concern friendly helpful

B. Which 3 adjectives best describe the School of Education and Related Professional Studies Program in which you were enrolled?

demanding friendly rigid

C. Which 3 adjectives best describe the faculty in the School of Education and Related Professional Studies?

caring friendly helpful

D. Which 3 adjectives best describe the faculty members with whom you had experience outside the School of Education and Related Professional Studies?

easy-going friendly helpful

11) Did you use any of the services offered by the College Placement Office to help you obtain a job?

yes 27 no 28

If yes:

a) how would you rate these services?

Not Helpful 7 Somewhat helpful 6 helpful 7 Very Helpful 5

b) Which service was most useful?
interview
resume writing
distict addresses

If you did not use the services, why not?

a) was not aware of the services 2

b) found a job on my own 17

11. Do you plan to continue your education? yes ___37___ no____2_
undecided_____16

If yes

a) Are you presently enrolled in a graduate or another certificate program ?

graduate __2____ certificate _____1_

b) where_____

Rowan

c) for what degree or certificate

_____

Appendix G - Summary of total SERPS department surveys

Total Number of Students Survyed 134
Date of Graduation __1994_____
Gender
Male_____21 = 16% Female___ 113 = 84%
Age
20 to 25 #76 = 57.6% 26 to 30 #22 = 16.6%
31 to 35 #18 = 13.6%
36 to 40 # 8 = 6% 41 to 45 # 4 = 3% 46 to 50 # 4 = 3%
over 50 # 1 = .07%
I entered Rowan as a :
freshman #63 = 49.6% sophomore #27 = 21.2%
junior #32 = 25.2% senior # 0 post graduate # 5 = 4%

Program completed at Rowan:(please check one)
Elementary/Early Childhood #54 = 40.9%
Secondary Education #25 = 18.9%
Teacher of the Handicapped #34 = 25.8%
Master of Science Teaching
(a) Elementary Education #4 = 3%
(b) Special Education
(c) Secondary Education #1 = .008%
Health and Physical Education (teacher certification) #10 = 7.5%
Health and Physical(non-teacher certification) # 1 = .008%
School Nursing # 3 = 2.3%

1. Please check one of the following. I am :
58 = 45.7% 1. Teaching in a tenure track position in my area of certification
1 = .008% 2. Teaching in a tenure track position not in my area of certification
9 = 7% 3. Teaching in a non-tenure track position (long term substitute) in my area certification
6 = 4.7% 4. Teaching in a non-tenure track position (long term substitute) out side my area of certification
30 = 23.6% 5. Teaching as a short-term/per diem substitute
6. Presently not teaching
a) on a leave of absence
b) left teaching to pursue another field
Please give job title_____
8 = 6.3% c) working in another field, never taught
Please give job title_____
1 = .008% d) I am a full-time graduate student
e) I am in the military
8 = 6.3% f) I am employed in the schools, but outside the classroom
Please give job title_____
6 = 4.7% g) not presently employed

#2 For School Nurses....

Please check one of the following
I am working in:
3 = 100% 1. a tenure track position

3. If you are teaching/ working, please answer the following questions (0f those who responded)

I am teaching/working in
New Jersey # 116 = 98.3%
Another state(please name)_____
PA # 1 = .008%
NY # 1 = .008%

Number of students responding to this question 104
The school is (a) an urban school # 14 = 13.5%
(b) a suburban school # 74 = 71.2%
(c) a rural school # 16 = 15.3%
The school is (a) public # 92 = 88.8%
(b) private # 12 = 11.2%

4.How long **after graduation** was it before you got your present position?

Number of responding 127
before graduation # 12 = 9.5%
less than 6 months after graduation # 64 = 50.4%
6-12 months after graduation # 21 = 16.5%
more than 12 months after graduation # 1 = .008%
I am still looking for a full time teaching position 29 = 22.8%

5. In column A respond to each item in the following list of competencies you may need in your present position, and in column B the degree of help you possibly received in your preparation at Rowan College of New Jersey.
Use the following scale

For Column A
Degree of importance you attach to each
5 means very important
4 means important
3 means neither important nor unimportant
2 means unimportant
1 means very unimportant

For Column B
Degree of help in program preparation
5 means very adequate
4 means adequate
3 means neither adequate nor inadequate
2 means inadequate
1 means very inadequate

Competencies needed

I. Curriculum/Program Designer

the ability to provide for individualization

Number of students responding 128

Competencie needed	very adequate	adequate	neither	inadequate	very inadequate
total Number	64	33	23	5	3
percent	50%	25.8%	18%	3.9%	2.3%

number of students who responded 117

helped received	very adequate	adequate	neither	inadequate	very inadequate
number of students responding	27	49	21	15	5
percent	23%	41.8%	17.9%	12.8%	4.2%

the ability to develop lesson plans
number of responces 120

competencie needed	very adequate	adequate	neither	inadequate	very inadequate
number of students responding	68	32	6	8	5
percent	56.6%	26.7%	5%	6.7%	5%

number of responces 126

helped received	very adaquate	adequate	neither	inadequate	very inadequate
number of students responding	62	52	7	5	0
percent	49.2%	41.3%	5.6%	4%	0

number of responces 118

helped received	very adequate	adequate	neither	inadequate	very inadequate
number of students responding	43	44	16	13	2
percent	36.4%	37.4%	13.6%	11%	1.7%

II. Classroom/Facilities Manager

___ the ability to effectively organize and manage a classroom or clinical setting

Degree of importances you attach to each

number of responces 116

competencie needed	very adequate	adequate	neither	inadequate	very inadequate
number of students responding	101	10	1	2	2
percent	87%	8.6%	0.8%	2%	2%

number of responces 118

helped received	very adequate	adequate	neither	inadequate	very inadequate
number of students responding	32	58	13	10	5
percent	27.1%	49.2%	11%	8.5%	4.2%

___ the ability to reflect on legal and ethical principles

Degree of importances you attach to each

number of responces 121

competencie needed	very adequate	adequate	neither	inadequate	very inadequate
number of students responding	60	46	12	2	1
percent	50%	38%	10%	2%	0.8%

number of responces 125

helped received	very adequate	adequate	neither	inadequate	very inadequate
number of students responding	26	57	26	14	2
percent	20.8%	45.6%	20.8%	11.2%	1.6%

___ the ability to reflect on the current research in effective teaching ____
Degree of importances you attach to each

number of responces 118

competencie needed	very adequate	adequate	neither	inadequate	very inadequate
number of students responding	59	44	13	1	3
percent	49.2%	36.7%	10.8%	0.8%	2.5%

number of responces 117

helped received	very adequate	adequate	neither	inadequate	very inadequate
number of students responding	28	53	26	9	1
percent	23.9%	45.3%	22.2%	7.7%	0.85%

III. Educational Communicator

___the ability to communicate clearly in writing and speaking

Degree of importances you attach to each

number of responces 126

competencie needed	very adequate	adequate	neither	inadequate	very inadequate
number of students responding	95	24	4		3
percent	75.3%	19%	3.2%		2.3%

number of responces 121

helped received	very adequate	adequate	neither	inadequate	inadequate
number of students responding	43	52	18	7	1
percent	35.5%	43%	14.8%	5.8%	0.8%

___ the ability to develop collaborative, consultative, and technical skills necessary to communicate clearly____

Degree of importances you attach to each

number of responces 108

competencie needed	very adequate	adequate	neither	inadequate	very inadequate
number of students responding	58	40	7		3
percent	53.7%	37%	6.5%		2.8%

number of responces 116

helped received	very adequate	adequate	neither	inadequate	very inadequate
number of students responding	21	59	23	10	3
percent	18.1%	50.8%	19.8%	8.6%	2.6%

IV. Scholar/Professional

___ demonstrate a commitment to become a life-long learners ___

Degree of importances you attach to each

number of responces 112

competencie needed	very adequate	adequate	neither	inadequate	very inadequate
number of students responding	71	27	8	3	3
percent	63.4%	24%	7.25	2.7%	2.7%

number of responces 123

helped received	very adequate	adequate	neither	inadequate	very adequate
number of students responding	64	34	20	5	
percent	52%	27.6%	16.3%	4.1%	

___ demonstrate a commitment to increase personnel knowledge and the knowledge base of the profession_____

Degree of importances you attach to each

number of responces 121

competencie needed	very adequate	adequate	neither	inadequate	very adequate
number of students responding	83	26	7	3	2
percent	68.6%	21.5%	5.8%	2.5%	1.7%

number of responces 120

helped received	very adequate	adequate	neither	inadequate	very inadequate
number of students responding	43	50	23	4	
percent	35.8%	41.7%	19.2%	3.3%	

__ to demonstrate ethical and professional behavior ____

Degree of importances you attach to each

number of responces 119

competencie needed	very adequate	adequate	neither	inadequate	very inadequate
number of students responding	89	27	2		1
percent	74.8%	22.7%	1.7%		0.8%

number of responces 118

helped received	very adequate	adequate	neither	inadequate	very inadequate
number of students responding	45	51	16	5	1
percent	38.1%	43.2%	13.6%	4.2%	0.8%

V. Decision-maker/Problem solver

___ the ability to examine educational issues rationally, coherently, and logically ____

Degree of importances you attach to each

number of responces 119

competencie needed	very adequate	adequate	neither	inadequate	very adequate
number of students responding	64	42	11		2
percent	53.8%	35.3%	9.2%		1.7%

number of responces 116

helped received	very adequate	adequate	neither	inadequate	very inadequate
number of students responding	27	63	20	6	
percent	23.3%	54.3%	17.2%	5.2%	

___ the ability to apply analytical problem-solving skills

Degree of importances you attach to each

number of responces 121

competencie needed	very adequate	adequate	neither	inadequate	very inadequate
number of students responding	63	41	13	2	2
percent	52.1%	33.9%	10.7%	1.7%	1.7%

number of responces 117

helped received	very adequate	adequate	neither	inadequate	very inadequate
number of students responding	20	54	32	10	1
percent	17.1%	46.2%	27.3%	8.5%	0.9%

___ the ability to diagnose learning problems

Degree of importances you attach to each

number of responces 119

competencie needed	very adequate	adequate	neither	inadequate	very adequate
number of students responding	66	42	5	3	3
percent	55.5%	35.3%	4.2%	2.5%	2.5%

number of responces 117

helped received	very adequate	adequate	neither	inadequate	very inadequate
number of students responding	17	41	21	28	10
percent	14.5%	41%	17.9%	23.9%	8.5%

___ the ability to prescribe appropriate remedial actions _____

Degree of importances you attach to each

number of responces 118

competencie needed	very adequate	adequate	neither	inadequate	very inadequate
number of students responding	73	28	10	6	1
percent	61.9%	23.7%	8.5%	5%	0.8%

number of responces 111

helped received	very adequate	adequate	neither	inadequate	very inadequate
number of students responding	17	33	26	27	8
percent	15.3%	29.7%	23.4%	24.3%	7.2%

VI. Advocate for Cultural and Learning Divereity
... the ability to accept ethnically, culturally, or social different individuals.....

Degree of importances you attach to each

number of responces 120

competencie needed	very adequate	adequate	neither	inadequate	very inadequate
number of students responding	90	25	4		1
percent	75%	20.8%	3.3%		0.8%

number of responces 121

helped received	very adequate	adequate	neither	inadequate	very inadequate
number of students responding	56	34	24	7	
percent	46.3%	28.1%	19.8%	5.8%	

... the ability to be sensitive to student needs

Degree of importances you attach to each

number of responces 117

competencie needed	very adequate	adequate	neither	inadequate	very inadequate
number of students responding	95	20	1		
percent	81.2%	17.1%	0.8%		0.8%

number of responces 121

helped received	very adequate	adequate	neither	inadequate	very inadequate
number of students responding	51	48	17	5	
percent	42.1%	39.7%	14%	4.1%	

... the ability to help students to clarify and develop their values ....

Degree of importances you attach to each

number of responces 122

competencie needed	very adequate	adequate	neither	inadequate	very inadequate
number of students responding	83	29	8		2
percent	68%	23.8%	6.6%		1.6%

number of responces 115

helped received	very adequate	adequate	neither	inadequate	very adequate
number of students responding	30	42	30	11	2
percent	26%	36.5%	24.8%	9.1%	1.6%

... the ability to help students develop healthy self-concepts

Degree of importances you attach to each

number of responces 118

competencie needed	very adequate	adequate	neither	inadequate	very inadequate
number of students responding	84	29	4		1
percent	71.2%	24.6%	3.3%		0.8%

number of responces 121

helped received	very adequate	adequate	neither	inadequate	very inadequate
number of students responding	31	58	27	3	2
percent	25.6%	47.9%	22.3%	2.5%	1.7%

___ the ability to demonstrate a commitment to provide equal learning opportunities for all students ____

Degree of importances you attach to each

number of responces 118

competencie needed	very adequate	adequate	neither	inadequate	very inadequate
number of students responding	91	21	3	1	2
percent	77.1%	17.8%	2.5%	0.8%	1.7%

number of responces 117

helped received	very adequate	adequate	neither	inadequate	very inadequate
number of students responding	44	48	20	5	
percent	37.6%	41%	17.1%	4.3%	

VII. Effective Instructor/Facilitator

...knowledge of subject matter(s).....

Degree of importances you attach to each

number of responces 125

competencie needed	very adequate	adequate	neither	inadequate	very inadequate
number of students responding	93	26	1	3	2
percent	74.4%	20.8%	0.8%	2.4%	1.6%

number of responces 118

helped received	very adequate	adequate	neither	inadequate	very inadequate
number of students responding	33	45	24	12	4
percent	27.9	38.1	20.3	10.2	3.4

___ the ability to select and use various instructional/evaluation models ___

Degree of importances you attach to each

number of responces 118

competencie needed	very adequate	adequate	neither	inadequate	very inadequate
number of students responding	80	28	6	2	2
percent	67.8%	23.7%	5%	1.7%	1.7%

number of responces 114

helped received	very adequate	adequate	neither	inadequate	very inadequate
number of students responding	29	52	19	12	2
percent	25.4%	45.6%	16.7%	10.5%	1.8%

___ the ability to use these models to help students achieve the stated learning outcomes ____

Degree of importances you attach to each

number of responces 118

competencie needed	very adequate	adequate	neither	inadequate	very inadequate
number of students responding	82	25	8	2	1
percent	69.5%	21.2%	6.8%	1.6%	0.8%

number of responces 118

helped received	very adequate	adequate	neither	inadequate	very inadequate
number of students responding	26	59	20	11	2
percent	22%	50%	16.9%	9.3%	1.7%

6. What percentage of the Teaching/School Nursing Preparation Program should be devoted to (total not to exceed 100%)

_____% General Education (to make you a well-rounded person)

percent	0	5	10	15	20	25	30	35
# of students	4	7	29	22	26	7	10	2
%of student responces	3.7%	6.5%	27.1%	20.6%	24.3%	6.5%	9.3%	1.9%

_____% Professional Education (Methods, Ed. Psych., Foundations, etc.)

percentage	number of students	percent of responces
5	1	0.9%
10	4	3.7%
15	4	3.7%
20	14	12.9%
25	12	11.1%
30	18	16.7%
35	8	7.4%
40	18	16.6%
45	1	0.9%
50	22	20.3%
60	4	3.7%
75	2	1.8%

_____% Academic major (directly related to your program)

percentage	number of students	percent of responce
10	2	2%
15	3	3%
20	11	11%
25	10	10%
30	15	15%
35	7	7%
40	18	17%
45	2	2%
50	20	19%
55	1	1%
60	7	7%
65	1	1%
70	3	3%
75	1	1%
80	2	2%

____% Electives (your decision to make)

percentage	number of students	percent of responce
0	6	5.6%
5	29	27.1%
10	50	46.7%
15	10	9.3%
20	10	9.3%
25	1	0.9%
30	1	0.9%

100% - Total

7. For the follow questions please answer yes or no

a. Do you feel graduating from a Nationally Accredited Teacher Preparation program helped in obtaining a teaching certificate?_____

responce	number of students	percentage
yes	76	60.3%
no	39	30.9%
Don't know	11	8.7%

b. Do you feel that Rowan prepared you for the NTE/Praxis exams? _____

responce	number of students	percentage
yes	31	39.7%
no	36	46.2%
Don't know	10	12.8%

7. How helpful were the technology sessions you received in conjunction with your methods classes in preparing you for your teaching position? (circle one)

not very helpful somewhat helpful helpful very helpful

responce	number of students	percentage
not very helpful	25	24.3%
somewhat helpful	44	42.7%
helpful	17	16.5%
very helpful	7	6.8%
no responce	10	9.7%

you find most helpful ?

in professional education _____

in General education _____

in speciality area _____

(b) Which courses in your teaching/nursing preparation program did you find least helpful?

in professional education _____

in General education _____

in speciality area _____

(c) I wish there would have been more courses in

_____

9. For the following questions pick 3 adjectives from the list and write their numbers below each question

A. Which 3 adjectives best describe Rowan College when you were a student at Rowan?

1. active	16
2. aloof	5
3. ambitious	8
4. apathetic	5
5. autocratic	6
6. capable	10
7. caring	12
8. changeable	12
9. cold	9
10. complicated	17
11. conventional	14
12. concern	2
13. demanding	18
14. democratic	6
15. disorderly	20
16. easy-going	12
17. evasive	4

18. flexible	7
19. formal	2
20. friendly	29
21. helpful	22
22. idealistic	5
23. incompetent	8
24. informal	8
25. lazy	1
26. methodical	7
27. orderly	11
28. moderate	8
29. passive	3
30.preoccupied	5
31. radical	
32. realistic	6
33. reasonable	20
34. rigid	4
35. simple	11
36. straight-forward	8
37. unconventional	2
38. unreasonable	
39. useless	2
40. warm	8

Which 3 adjectives best describe the School of Education and Related Professional Studies Program in which you were enrolled?

1. active	9
2. aloof	8
3. ambitious	12
4. apathetic	3
5. autocratic	6
6. capable	14
7. caring	5
8. changeable	10
9. cold	4
10. complicated	12
11. conventional	12
12. concern	2
13. demanding	33
14. democratic	1
15. disorderly	20
16. easy-going	1
17. evasive	2
18. flexible	13
19. formal	8
20. friendly	8
21. helpful	25
22. idealistic	11
23. incompetent	3
24. informal	1
25. lazy	
26. methodical	19
27. orderly	9
28. moderate	9
29. passive	2

30.preoccupied	7
31. radical	
32. realistic	17
33. reasonable	17
34. rigid	10
35. simple	6
36. straight-forward	9
37. unconventional	1
38. unreasonable	6
39. useless	3
40. warm	4

C. Which 3 adjectives best describe the faculty in the School of Education and Related Professional Studies?

1. active	9
2. aloof	9
3. ambitious	10
4. apathetic	1
5. autocratic	2
6. capable	20
7. caring	34
8. changeable	
9. cold	10
10. complicated	2
11. conventional	4
12. concern	6
13. demanding	24
14. democratic	1
15. disorderly	7
16. easy-going	11
17. evasive	7
18. flexible	9
19. formal	5
20. friendly	37
21. helpful	44
22. idealistic	7
23. incompetent	8
24. informal	1
25. lazy	3
26. methodical	12
27. orderly	7
28. moderate	2
29. passive	2
30.preoccupied	14
31. radical	1
32. realistic	6
33. reasonable	20
34. rigid	10
35. simple	
36. straight-forward	17
37. unconventional	
38. unreasonable	6
39. useless	5
40. warm	11

D. Which 3 adjectives best describe the faculty members with whom you had experience outside the School of Education and Related Professional Studies?

1. active	4
2. aloof	8
3. ambitious	6
4. apathetic	3
5. autocratic	2
6. capable	36
7. caring	25
8. changeable	
9. cold	9
10. complicated	3
11. conventional	8
12. concern	2
13. demanding	12
14. democratic	3
15. disorderly	6
16. easy-going	17
17. evasive	3
18. flexible	16
19. formal	14
20. friendly	31
21. helpful	25
22. idealistic	3
23. incompetent	8
24. informal	5
25. lazy	3
26. methodical	3
27. orderly	3
28. moderate	6
29. passive	5
30.preoccupied	7
31. radical	
32. realistic	7
33. reasonable	19
34. rigid	4
35. simple	2
36. straight-forward	13
37. unconventional	3
38. unreasonable	3
39. useless	2
40. warm	3

10. Did you use any of the services offered by the College Placement Office to help you obtain a job?

responce	number of students	percent
yes	37	42%
no	51	57.9%
undecided		

If yes

a) how would you rate these services? (circle one)
not helpful somewhat helpful helpful very helpful

responce	number of students	percent
not helpful	8	21.6%
somewhat helpful	12	32.4%
helpful	12	32.4%
very helpful	5	13.5%

b) which service was most useful:
resume
interview
hotline

If you did not use the services, why not?

a) was not aware of the services
5 students were not aware or 12.5%

b) found a job on my own
35 students found their own jobs 87.5%

11. Do you plan to continue your education? yes _____ no_____
undecided_____

If yes
a) Are you presently enrolled in a graduate or another certificate program ?

responce	number of students	percent
yes	96	83.5%
no	2	1.7%
undecided	17	14.8%